* Choose 1 talking head video and 2 English language learner development videos

Lesson 8, Oct. 27th

Essential questions: How do we best teach English language learners? What can we take away from teachers who do it well?

Kyle will ask students if there are any announcements. He will explain that after break, we will be going right to workshop groups. Kyle will then open up the discussion as a whole group on the paragraphs students wrote this past week addressing - what did we learn from our own language experiences? As a large group share what worked and what didn’t work as you were learning a new language. What in the readings connected with your own experiences? (20 minutes)

Laura will tell students that there is an article on English-language learning methods for next week. To prepare, they should XYZ

Laura will then tell students that we are going to watch a few videos to get inside the classroom. The first video will be a talk on ELL and then two examples of average classrooms with average teachers from Stanford University’s video libarary (*http://ellib.stanford.edu/?q=public-video-library*).

 375.16 [Bilingual Vocabulary Learning to Build Teacher Networks](http://ellib.stanford.edu/?q=vocabulary-development-academic-language-4) (<http://ellib.stanford.edu/?q=vocabulary-development-academic-language-4>)

Debrief by having them work in the following areas: math, science, reading, social studies and the arts. Ask for people who would like to go in each group, and set groups with roughly equal numbers. Each group should work to create a vocab list that is central to their area, that students could work with over the course of a eyar. Then discuss how you could use this list to approach your colleauges.

 376.9 [Cheong's Assessment of Student Work](http://ellib.stanford.edu/?q=cheongs-assessment-student-work) (<http://ellib.stanford.edu/?q=cheongs-assessment-student-work>)

 376.25 [Ms. Moraes's Lesson: Part 1](http://ellib.stanford.edu/?q=node/179) (<http://ellib.stanford.edu/?q=node/179>)

As the students watch the classroom videos, they should take notes on two things: What specific acts do you see the teachers practicing to connect with student’s understanding? What other things do you notice about the video generally? Laura shows videos. (10 minutes)

Students are given a few more minutes to silently reflect, write, and stretch after last video. Take out articles for today and think-pair-share connections to what you see in the classroom with what read. Then Kyle will lead discussion of what students noticed. (30 minutes max)

BREAK (start no later than 5:45)

In workshop, preview with whole group how this will go. (Kyle and Laura will keep time and give a five and two minute warning. At two minute warning, you should move into your closure, or attempt to bring these to closure if you find yourself running out of time). After each person goes, all group mates will give written feedback on feedback sheets, and teacher will write some notes about what just happened. Everyone will write a reflection addressing one or more of these questions: What did your students learn? How do you know?; What type of “input” or “raw material” did you use to jumpstart the lesson? How successful was it at getting students interested?; How successful were you at establishing a cooperative atmosphere?